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ABSTRACT

This report provides general background information on the State of Maryland's Special Education Nonpublic Placements program, which is responsible for approving the placement of Maryland students with disabilities in private schools. The report describes the program, analyzes the trends, and makes several recommendations. Findings of the report indicate State funding for nonpublic placements has increased from $4.1 million in 1985 to $46.9 million in 1995. Recommendations include: (1) reevaluating the appropriateness of including special education residential funds in the Subcabinet Fund; (2) centralizing data collection; (3) continuing the development by State and local entities of a plan for resource development; and (4) conducting additional research on disability trends. Appendices include lists of in-state and out-of-state nonpublic schools for students with disabilities, definitions of disabilities, charts showing the number of students in special education by county and their placement, the number of students in special education by disability, and the percent of students with each disability in the different placements; and charts showing the day and residential student count for 1985-95, student placement for these years, and disability trends. The final data sheet is a cost comparison of nonpublic in-state programs. (CR)

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Report on Special Education Nonpublic Placements

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January 1997

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Report on Special Education Nonpublic Placements

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Department of Fiscal Services

Annapolis, Maryland

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DEPARTMENT OF FISCAL SERVICES
MARYLAND GENERAL ASSEMBLY

William S. Ratchford, II
Director

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Deputy Director

January 20, 1997

The Honorable Thomas V. Mike Miller, Jr., President of the Senate
The Honorable Casper R. Taylor, Jr., Speaker of the House of Delegates

Gentlemen:

This report provides general background information on the Special Education Nonpublic Placements program. This program is an integral component in the State's efforts to ensure that students with disabilities are provided services that meet their needs. It is also one of the fastest growing programs in the State budget, increasing at an average annual rate of 18 percent over the last few years. In fiscal 1995 the State and local school systems expended $88 million to provide nonpublic special education services to 2,653 students resulting in an average cost per student of $33,000.

This report describes the programs, analyzes the trends, and makes several recommendations. It was prepared by Thomas Lee, Administrative Analyst, under the direction of John Rohrer, Principal Analyst. Staff support was provided by Betsy Dobbs.

We would also like to acknowledge the cooperation received from staff at the Maryland State Department of Education, the Office for Children, Youth and Families, local education agencies, and nonpublic schools.

Sincerely,

William S. Ratchford, II
Director

WSR/TKL/brd

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Executive Summary

The federal Individuals with Disabilities Education Act (IDEA) mandates the education of children with disabilities. Most students receive special education services in the public schools. As of December 1, 1995, over 96 percent of special education students were served in public schools. If an appropriate program is not available in the public schools, however, the student would be placed in a private school offering more specialized services.

There are over 100 in-state and out-of-state schools that are eligible to serve students with disabilities who cannot be served in public schools. The nonpublic placements program in the Maryland State Department of Education (MSDE) is responsible for the approval of private school placements referred by local education agencies for State funding. In addition, since fiscal 1992, the Systems Reform Initiative (SRI) has served students with disabilities who are returned from out-of-state placements or are diverted from placement in out-of-state facilities. SRI relies on local management boards to coordinate services for targeted populations of children. Beginning in fiscal 1997, all funding for residential placements of students with disabilities is budgeted in the Subcabinet Fund.

For students who are in need of special education services, an individualized education program (IEP) is developed by the local Admission, Review, and Dismissal Committee. An IEP is a written, legal document, which describes the special education and related services to be provided to the student. The IEP designates appropriate intensity or intensities of services. The IEP is also used to match the private school that will meet the child's needs.

Although the majority of students are served by public schools and state operated facilities across all handicapping conditions, there are differences in the handicapping conditions of students served by public schools and nonpublic schools. Public schools serve primarily students with speech/language and specific learning disabilities, whereas, nonpublic schools primarily serve students with serious emotional disturbance and multiple disabilities.

Generally speaking, it is reasonable to conclude that since the total population of students served by nonpublic schools are students who require services beyond the services that are available within public school systems, these students are the most difficult to serve. These students may require a wide range of services and/or may have such severe handicaps that they require placement in residential facilities. This relatively small special education population requires significant financial expenditures by the State and local governments.

State funding for nonpublic placements has increased from $9.1 million in fiscal 1985 to $46.9 million in fiscal 1995, an average annual increase of 17.8 percent. This increase is driven by growth in the number of students served and an increase in tuition charged by non-public providers. The number of students served has increased from 1,032 to 2,653, an average annual increase of 9.9 percent. The average State and local expenditures per placement has increased from $15,734 to $33,329, or an average annual increase of 7.8 percent over this time period.

The shares of students in day and residential placements has changed from fiscal 1985 to fiscal 1995. In fiscal 1985, the ratio of day placements to residential placements was 1.8:1. In fiscal 1995, the ratio of day placements to residential placements was 4.3:1. This shift in the number of day placements relative to residential placements, may reflect in part, the increasing availability of day placement options for children who would have been served in residential facilities.

The nonpublic placements program has experienced difficulties in projecting the amount of funds necessary to meet the program's needs. The program has required deficiency appropriations and there have also been reversions of appropriated funds. The inability to accurately calculate program requirements may stem in part on the fluid nature of the nonpublic placements program. Variables, such as total number of students requiring services and tuition rates, that drive the financial resources necessary for this program are changing from the time of budget development to actual expenditure of funds.

The report includes four recommendations.

- The appropriateness of including special education residential funds in the Subcabinet Fund should be re-evaluated. Special education services are mandated by the federal government. The inclusion of these funds in the Subcabinet Fund inflates the appropriation of the Subcabinet Fund, but allows little room for flexibility.

- Data collection should be centralized. Data collection has been dispersed amongst the Office for Children, Youth and Families, local management boards, and MSDE. Readily available data to ascertain total program trends is currently not available.

- The State and local entities should continue to develop a plan for resource development. The State still needs to develop in-state resources to serve students with cognitive limitations in addition to severe emotional disturbances or severe behavioral difficulties and 24 hour educational/therapeutic services.

- Additional research is needed on handicapping trends. Handicapping conditions such as severe emotional disturbance have increased at a greater rate than the overall special education population. Is this due to a change in how students are categorized, improved identification processes, or other factors?

Report on Special Education Nonpublic Placements

Introduction

For the past 21 years, the education of children with disabilities has been provided under the auspices of the federal Individuals with Disabilities Education Act (IDEA). IDEA, or P.L. 94-142, provides for a free appropriate public education (FAPE) to each child with a disability and provides procedural safeguards to protect the rights of children with disabilities and their families. Under IDEA, education must be provided without cost to the parent. Education services may include related services such as transportation, speech therapy, and psychological services. An appropriate education may include an out-of-district or private school placement if the school district cannot provide appropriate services in the district.

Since 1977, Maryland law has required that the state and each county make free educational programs available to students with disabilities under the age of 21. Most students receive special education services in the public schools. As of December 1, 1995, over 96 percent of special education students were served in public schools. If an appropriate program is not available in the public schools, however, the student would be placed in a private school offering more specialized services. (See **Exhibit 1**).

There are over 100 in-state and out-of-state schools that are eligible to serve students with disabilities. The nonpublic placements program in the Maryland State Department of Education (MSDE) is responsible for the approval of private school placements referred by local education agencies for State funding. In addition, since fiscal 1992, the Systems Reform Initiative (SRI) has served students with disabilities that are returned from out-of-state placements or are diverted from placement in out-of-state facilities. SRI relies on local management boards to coordinate services for targeted populations of children. Beginning in fiscal 1997, all funding for residential placements of students with disabilities is budgeted in the Subcabinet Fund.

This report is intended to serve as a primer on the education of students with disabilities in Maryland with specific emphasis on the nonpublic placements program. The report provides information on historical funding trends, profiles of students served, placement procedures, and private placements.

Exhibit 1
Special Education Students Served
As of December 1, 1995

TYPE OF ENVIRONMENT	TOTAL SERVED	PERCENT OF TOTAL
Regular School	92,580	91.8
Special public day school	3,886	3.9
Special nonpublic day school	2,442	2.4
Public residential facility	211	0.2
Nonpublic residential facility	443	0.4
Home/Hospital	380	0.4
State Operated Facilities	921	0.9
Total	100,863	

Federal Special Education Mandate

The Individuals with Disabilities Education Act (IDEA) mandates the education of students with disabilities. IDEA requires that students with disabilities be educated with students who do not have disabilities to the greatest extent possible. The law states that "unless a child's individualized education program requires some other arrangement, the child is (to be) educated in the school which he or she would attend if not disabled [Section 121a.550(2)]."

In addition to mandating the appropriate placement of students with disabilities and services provided, IDEA has due process provisions that give parents specific rights if they disagree with a school's processes or decisions. If the parents and school officials disagree on aspects of the child's identification, evaluation, individualized education program or placement, parents and school officials have the right to a due process hearing with an impartial hearing officer. If either party is dissatisfied with the hearing officer's decision, they may appeal the decision to the State education agency. If either party is still dissatisfied, they may initiate civil action. Federal law provides for the reimbursement of attorney's fees to families whose administrative and civil action is upheld.

Eligibility Determination and Placement Options

All students who are handicapped, from birth through age 20, are entitled to a free, appropriate public education. Eligibility for special education services is determined through a "nondiscriminatory evaluation." The evaluations must be based on test materials that do not have racial or cultural biases. The tests must be presented in the child's native language or means of communicating. A multi-disciplinary team that may include educators, speech therapists, and psychologists is responsible for the evaluation.

Each local jurisdiction has an Admission, Review, and Dismissal (ARD) Committee. The committee is responsible for determinining eligibility for all special education placements, including, but not limited to, non-public special education placements for students with disabilities. The ARD Committee is responsible for the approval of an Individualized Education Program (IEP) for students who are in need of special education services. An IEP is a written, legal document which describes the special education and related services to be provided to the student. IDEA requires that the IEP be reviewed annually and revised if necessary.

The IEP designates appropriate intensity or intensities of services. An intensity of service is indicated by the number of hours a service is provided to a student with a disability. Intensities of service also establish caseloads or class sizes for the professionals who provide these services. There are six intensities of services. Below is a summary of intensities of services as promulgated in the Code of Maryland Regulations 13A.05.01.10.

- Intensity I may be considered for the student who may be appropriately served in the general education program while receiving supplementary services. The minimum staffing ratio for Intensity I service is one full-time equivalent professional for each 150 nonspecial education teachers employed by the public agency.

- Intensity II may be considered for the student who may be appropriately served by receiving service through the special education program, not to exceed an average of 1 hour per school day. The maximum case load for Intensity II service is an average of 60 students with special educational needs per each full-time equivalent professional.

- Intensity III may be considered for the student who may be appropriately served by receiving special educational services not to exceed an average of 3 hours per school day. Intensity III is designed to provide periods of more extensive special

education services, for example, academic, vision, speech, language, on a regular basis. The maximum caseload for Intensity III services is an average of 20 different students with disabilities with special educational needs per full-time certified special education teacher or an average of 30 different students with disabilities, if a full-time aide is provided.

- Intensity IV may be considered for the student who may be appropriately served by receiving special educational services for more than 3 hours per day. The maximum class size or caseload for Intensity IV service at the elementary level is an average of 10 students with disabilities with special educational needs per full-time teacher or an average of 13 students if a full-time aide is provided. The maximum class size or caseload for Intensity IV service at the secondary level is an average of 12 students with special educational needs per full-time certified special education teacher or an average of 15 students, if a full-time aide is provided.

- Intensity V may be considered appropriate for the student who requires a more intensive special education program than Intensities I-IV. The maximum class size or caseload for Intensity V service for students with disabilities is an average of six students with disabilities with special educational needs per full-time certified special education teacher or an average of nine if a full-time aide is provided. The maximum class size or caseload for Intensity V service for students with significant physical impairments is an average of seven students with disabilities per full-time certified special education teacher and a full-time aide.

- Intensity VI may be considered appropriate for the student who requires special education programming and related services in a residential setting. This includes 24-hour special and related services if determined by the ARD Committee to be necessary to implement the student's IEP. The maximum class size or caseload for Intensity VI service is an average of four students with disabilities with special educational needs per full-time certified or licensed professional or an average of seven per class when an aide is present.

To meet the needs of a student as outlined in an IEP, local school systems may serve children within the local schools or may place the student in private facilities. If a school places a student in a private facility, the placement may be a "day" placement (level V) or a "residential" placement (level VI). The type of placement is dependent on the extent of the services that a student needs.

Schools for Students with Disabilities

The student's family and the local education agency match the school that will

meet the student's needs as outlined in the Individualized Education Program (IEP). Nonpublic schools for students with disabilities, except schools operated by church organizations, must possess a certificate of approval from the State Board of Education. There are over 100 nonpublic schools that are approved by the State to serve students with disabilities. In-state schools are located primarily around the large urban areas of the State. Out-of-state schools are on the east coast and are located in states ranging from Connecticut to Georgia. The schools vary in the types of students with disabilities served, age of students served, number of students served, and the length of the school year.

For example, some schools serve multi-handicapped students while others only serve serious emotionally disturbed students. Ages served may encompass the continuum from 5-21 or may be specialized serving only students under 4 years old. The student enrollment may vary in size from under 10 students served to almost 200 students. Finally, schools vary in the additional service components provided to students. Appendix 1 provides a listing of approved nonpublic schools offering services for students with disabilities.

In addition to nonpublic schools, students are also served by State operated programs. Students are served in prisons, juvenile services facilities, the Department of Health and Mental Hygiene's facilities, the Maryland School for the Blind, and the Maryland School for the Deaf. These programs serve also children and adolescents with various handicapping conditions. For example, the Health department's residential treatment centers for children and adolescents (RICAs) serve severely emotionally disturbed children and adolescents and facilities such as Rosewood serve children with developmental disabilities.

State Placement Approval Procedures

School systems may place students unilaterally in nonpublic placements as long as the state will not incur a contribution. If a State contribution is necessary, local school systems must receive State approval for the placements. The Maryland State Department of Education must approve:

- the nonpublic special education program;
- the placement of the student into the program;
- the cost of the program; and
- amounts of payment or reimbursement.

For all children, not just special education students, who are candidates for residential placement (level VI), the State has established an extensive review and approval process through the State Coordinating Council (SCC) and local coordinating councils (LCC). This process ensures that children with disabilities are served in the most appropriate, least restrictive environment available, and that the services are provided in a manner which safeguards the rights of the parent and child. In addition, this review structure ensures that the State's goal of preventing and returning children from out-of-state placements is implemented.

The SCC is currently under the Office for Children, Youth and Families. SCC members include the Secretaries or designees of the Department of Health and Mental Hygiene, the Department of Human Resources, the State Department of Education, the Department of Juvenile Justice, and the Director of the Governor's Office for Individuals with Disabilities and the Special Secretary of the Office for Children, Youth and Families.

LCC members include at least one representative from the Department of Juvenile Justice, the Mental Hygiene Administration, the Developmental Disabilities Administration, the Alcohol and Drug Abuse Administration, the local board of education, the local health department, and the local department of social services. An LCC exists for each county and Baltimore City.

The duties of the LCCs are defined in statute as follows:

- accept placement referrals from the agencies represented on the LCC;
- decide what type of placement is needed for the child with a disability who is referred for placement;
- provide an interagency plan of care for children with disabilities who need residential placements;
- submit recommended plans of care to the SCC; and
- assist the agency primarily responsible for the child's care in implementing and monitoring residential placements.

By law, the SCC has the following responsibilities:

- develop procedures for the operation of LCCs;
- periodically review the decision making procedures used by LCCs when residential placements are made;

- receive and review recommendations from LCCs for the individual placements of children with disabilities in residential programs;
- assure the LCCs consider all community alternatives to residential placements;
- plan and coordinate with LCCs concerning the adequate provision of multiple agency services to children with disabilities who require residential placement;
- monitor, in cooperation with LCCs, the services being provided to children placed in residential programs;
- establish and maintain a multiple agency information system to assure agency accountability and to provide state service planning capability; and
- coordinate the evaluations of residential facilities for children with disabilities as required by law.

For jurisdictions that have operating local management boards (LMB), the local coordinating council is responsible for assisting LMBs to develop plans for the return and diversion of children from out-of-state placements. In addition, LCCs refer children who have been placed out-of-state or are at risk of out-of-state placement to the LMB for multi-disciplinary plan development and interagency case management.

Student Handicapping Conditions

Based on the student's Individualized Education Program (IEP), the student can be classified by type of handicap. Handicapping conditions are defined under federal and state regulations. There are 13 major categories of handicapping conditions. Definitions of these handicapping conditions are found in Appendix 2. As of December 1, 1995, of the 100,863 students receiving special education services, 74.5 percent of the students were categorized as either having speech, language, or specific learning disabilities. **Exhibit 2** shows the breakdown of students by handicapping condition.

Exhibit 2
Number of Students by Handicapping Condition
As of December 1, 1995

Handicapping Condition	Number of Students	Percent of Total
Autism	697	0.7
Deaf	640	0.6
Deaf-Blindness	29	0.03
Hard of Hearing	778	0.8
Mental Retardation	6,504	6.4
Multiple Disabilities	5,385	5.3
Orthopedic Impairments	649	0.6
Other Health Impairments	3,652	3.6
Serious Emotional Disturbance	6,737	6.7
Specific Learning Disabilities	**43,482**	**43.1**
Speech Language Impairments	**31,668**	**31.4**
Traumatic Brain Injury	215	0.2
Visual Impairments	427	0.4
Total	100,863	

Students Placed in Nonpublic Schools

The majority of students are served by public schools and State operated facilities across all handicapping conditions; however, there are differences in the handicapping conditions of students served by public schools and nonpublic schools. Appendix 3 provides information on the handicapping condition of students and the environment where these students are served as of December 1, 1995. **Exhibit 3** and **Exhibit 4** show the percentage of students by handicapping condition served by public schools and nonpublic schools (also refer to Appendix 4 and 5).

Exhibit 3
Percent of Students by Handicapping Condition Served by Public Schools

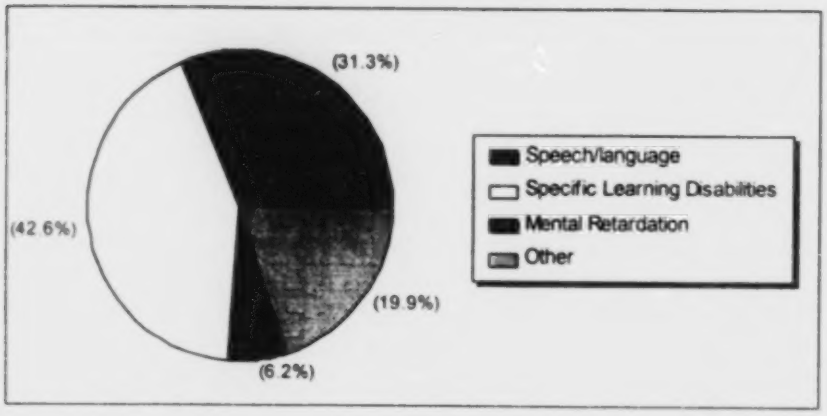
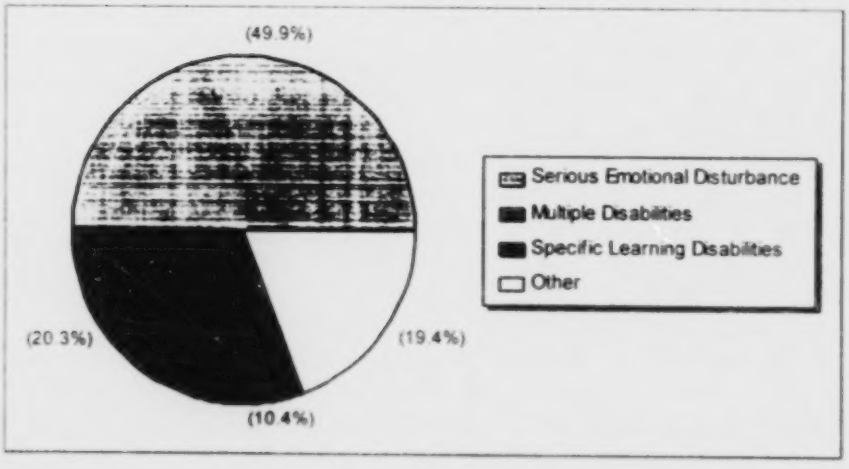


Exhibit 4
Percent of Students by Handicapping Condition Served by Nonpublic Schools



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Students with specific learning disabilities and speech/language impairments are the largest populations served by public schools. By definition, the population of students served by nonpublic schools are students that cannot be served by local education agencies. Only 2.9 percent of special education students as of December, 1995 were placed in nonpublic schools. The population of special education students placed in nonpublic schools primarily includes students with the handicapping conditions of serious emotional disturbance and multiple disabilities. These two conditions account for over 70 percent of the total number of children served by nonpublic schools.

Students with the handicapping condition of serious emotional disturbance comprises 6.7 percent of the total special education population; however, 21.4 percent of students with this handicapping condition are served by nonpublic schools. Students with multiple disabilities comprises 5.3 percent of the total special education population; however, 10.9 percent of students with this handicapping condition are served by nonpublic schools. Students with serious emotional disturbance account for the majority of placements in both day and residential nonpublic school enrollment. For example, students with serious emotional disturbance served by day facilities represents over 48 percent of total day placements. These conditions represent about 60 percent of total residential placements.

Generally speaking, it is reasonable to conclude that since the total population of students served by nonpublic schools are students who require services beyond the services that are available within public school systems, these students are the most difficult to serve. These students may require a wide range of services or may have such severe handicaps that they require placement in residential facilities. As will be discussed in the funding section of this paper, this relatively small special education population requires significant financial expenditures by the State and local governments.

County Information

Four counties (Anne Arundel, Baltimore, Montgomery, and Prince George's) and Baltimore City account for over 64 percent of total public school enrollment. Not surprisingly, they also have the majority of special education students. As of December 1995, 64.1 percent of the total special education student population were attributable to these jurisdictions. These jurisdictions; however, comprised almost 91 percent of the total placements in nonpublic schools in the same time frame. The students that these jurisdictions refer to the nonpublics are primarily students with serious emotional disturbance and multiple disabilities (see above).

The large percentage of nonpublic placements attributable to these jurisdictions

may be due to a variety of factors. Most of the nonpublic schools are located in and around these jurisdictions. The demand for the types of services provided by the various nonpublic schools may result in the supply of nonpublic schools to meet the needs of the jurisdictions. Also, parents with special education children in need of nonpublic placements may choose to reside in these jurisdictions due to the availability of services.

Funding of Nonpublic Placements and Trends

The State and local governments share in the costs of nonpublic placements for special education. For those children in nonpublic placements approved by the Maryland State Department of Education (MSDE), the county contributes an amount equal to the local share of the basic costs of educating a nonhandicapped child plus 200 percent of the total basic costs. Any costs above this base amount are split on an 80 percent State/20 percent local basis. This cost sharing formula has been in effect since 1992. MSDE annually calculates the basic costs per pupil that are used in this cost sharing formula. An example of the sharing of costs for nonpublic placement follows:

1. Nonpublic placement cost for a handicapped student from County Z is $30,000 per year.

2 Basic cost of educating a nonhandicapped student in County Z is $5,000 per year.

3. Local share of basic costs equals $2,500 per year.

Calculation:

County Z calculation:	$ 2,500	+ (2 x $5,000)	=	$12,500
	30,000	- $12,500	=	$17,500
	.2 x	$17,500	=	$ 3,500
County Z contributes:	$12,500	+ $ 3,500	=	$16,000/yr.
State contributes:	$30,000	- $16,000	=	$14,000/yr.

Process for Nonpublic Placements Reimbursement

MSDE reimburses local education agencies (LEA) based on the formula above. At the beginning of each fiscal year, MSDE issues an estimated grant award notice to each LEA based on prior year reimbursement of placement costs. Payments are made

Process for Nonpublic Placements Reimbursement

MSDE reimburses local education agencies (LEA) based on the formula above. At the beginning of each fiscal year, MSDE issues an estimated grant award notice to each LEA based on prior year reimbursement of placement costs. Payments are made on an equal bi-monthly (every two months) basis to assist in LEA cash flow with the last two payments usually being withheld pending final cost reconciliation. Since decisions regarding placement of students into nonpublic special education facilities are made by LEAs, the LEA is responsible for making all payments to the nonpublic facility. The LEA will be reimbursed through the State Coordinating Council (SCC) approval process for out-of-state residential placements and the MSDE approval process for all other placements.

Once a student's nonpublic placement has been approved for reimbursement by the SCC or MSDE, the student is tracked through a computer database. Beginning in July, MSDE performs a final reconciliation with LEAs and as necessary with the nonpublic facility to determine all costs paid on a child by child basis up to the maximum amount approved based on State approved tuition rates. The end result of this reconciliation is to determine how much of the two payments withheld at the end of the fiscal year is owed to the LEA. In some years this reconciliation process was not completed until February after the close of the fiscal year. This year, MSDE completed the reconciliation by November.

Nonpublic Placement Funding Trends

Funding for nonpublic placements is a function of provider rates and the number of children in nonpublic placements. State funding for nonpublic placements has increased from $2,875,926 in fiscal 1985 to $46,891,596 in fiscal 1995, an average annual increase of 17.8 percent. The local share of nonpublic placements during this same time period has increased from $7,144,025 to $41,531,424, an average annual increase of 19.3 percent. It should be noted, however, that beginning in 1992, each local management board is responsible for reconciling costs associated with Systems Reform Initiative (SRI) students with local education agencies, the local share may be understated. The data related to SRI only include the dollars contributed by MSDE.

The total cost of the nonpublic placements program (day and residential placements) over this ten year period has grown from $16,237,313 to $88,423,020, an average annual increase of 18.5 percent. Over this time period day placement costs grew faster than residential costs. On average total day placement costs increased 22.5 percent with State costs increasing 22.9 percent and local costs

increasing 22.2 percent per year. Residential placement costs over this period increased from $9,180,422 to $24,952,516, an average annual increase of 10.5 percent. State residential placement costs increased 8.8 percent and local costs increased at a rate of 13.4 percent.

Factors Affecting Funding Trends

Factors affecting the funding trends include an increase in the number of students served, increases in tuition rates, and the services rendered. During the period fall 1984 to fall 1994, the total school population increased 17.4%; the special education population increased 5.7%; and the nonpublic special education school population increased 164%. As shown in Appendix 8, over a ten year period, the largest increases in the special education population have been in the emotionally disturbed and multiple handicap conditions - conditions that account for 70 percent of the students served by nonpublic facilities. Also, **Exhibit 5** shows, the mix of special education students has changed from fiscal 1985 to fiscal 1995. The special education population as a percent of the total school population has decreased while the nonpublic special education has increased as a percentage of the special education population.

Exhibit 5
Percentage Population Changes
Fiscal 1985 & 1995

Fiscal Year	Special Education population as a % of total school enrollment	Nonpublic school enrollment as a % of the special education population
1985	13.6	1.3
1995	12.2	3.3

The number of students requiring State assistance from fiscal 1985 to fiscal 1995 increased from 1,032 to 2,653, an average annual increase of 9.9 percent. Day placements increased from 665 students in fiscal 1985 to 1,960 in fiscal 1995. The number of students in residential facilities increased from fiscal 1985 to fiscal 1995; however, the numbers of students fluctuated during this period. As Appendix 6 shows, the total number of students in residential placements peaked at 598 in fiscal 1992 and decreased to 501 in fiscal 1995. The number of in-state residential placements increased from 86 in fiscal 1985 to 192 in fiscal 1995. The number of out-of-state students increased from 281 in fiscal 1985 to 309 in fiscal 1995. The number of children in out-of-state residential facilities peaked at 490 in fiscal 1992 and has decreased each year thereafter.

The trends in the out-of-state residential component may be attributable to the State's initiative to return students from out-of-state placements and divert students from placement in out-of-state residential facilities. SB 588 passed during the 1992 Session mandates that children in out-of-state placements (with certain exceptions) are to be returned to the State by July 1, 1997, and that unnecessary out-of-state placements are to be prevented.

Although data on the changes in tuition charged by nonpublic providers from fiscal 1985 to fiscal 1995 are not readily available, review of the average cost of placements requiring state financial contributions during this time period provides a picture of how tuition costs have impacted the growth in nonpublic placement expenditures. The average State and local expenditures per placement increased from $15,734 in fiscal 1985 to $33,329 in fiscal 1995. (Appendix 7). This represents an average annual increase of 7.8 percent over this time period.

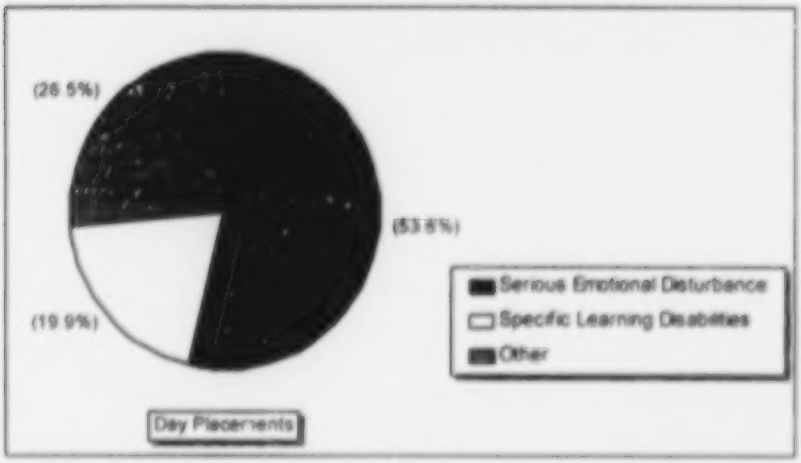
It is interesting to note that the shares of students in day and residential placements has changed from fiscal 1985 to fiscal 1995. In fiscal 1985, the ratio of day placements to residential placements was 1.8:1. In fiscal 1995, the ratio of day placements to residential placements was 4.3:1. This shift in the number of day placements relative to residential placements, may reflect in part, the increasing availability of day placement options for children who would have been served in residential facilities. This could account for some of the growth in day placement costs. The average cost of day placements rose from $10,612 in fiscal 1985 to $27,431 in fiscal 1995, an average annual increase of almost 10 percent. This compares to an increase in the average cost of residential placements from $25,015 in fiscal 1985 to $49,805 in fiscal 1995, an average annual increase of 7.1 percent. It should be noted that beginning in 1992, some students were served through the SRI program. Data on whether children were served in day or residential placements under the Systems Reform Initiative (SRI) are not readily available. Depending on where children were placed, this would impact the average cost per placement for both the day and residential programs since 1992.

The trends in data for the non-public placement program indicate that the residential placement program still requires significant expenditures per student. This is due to the nature and severity of disabilities as well as the residential component of the service program. For example, standard tuition at some residential facilities is over $100,000 per year. The data also indicate that the day placement program is requiring an increasing amount of resources. In fiscal 1995, State and local costs for day placements represented $53.8 million out of the $88.4 million in total expenditures, or 61 percent.

Change from 1992 to 1995 Provides Insight

Based on the annual December 1 census of students reported to the federal government, the number of nonpublic day placements increased from 1,673 to 2,442, an increase of 769, or 46 percent between 1992 and 1995. This increase is primarily attributable to an increase in the number of students identified as emotionally disturbed and having a specific learning disability. 565 students, or 73.5 percent, of the 769 student increase is attributable to these two disability categories. (See **Exhibit 6**).

Exhibit 6
Change from Fiscal 1992 - Fiscal 1995
Percent Attributable to Category of Disability



For the same time period, the number of students in nonpublic residential placements decreased from 594 students to 443 students, a decrease of 151 students, or 25.4 percent. This decrease is primarily attributable to emotionally disturbed, other health impaired, and multiple-handicap student placements. Placements of students with these three disability conditions decreased by 147 students during this time period. (See **Exhibit 7**).

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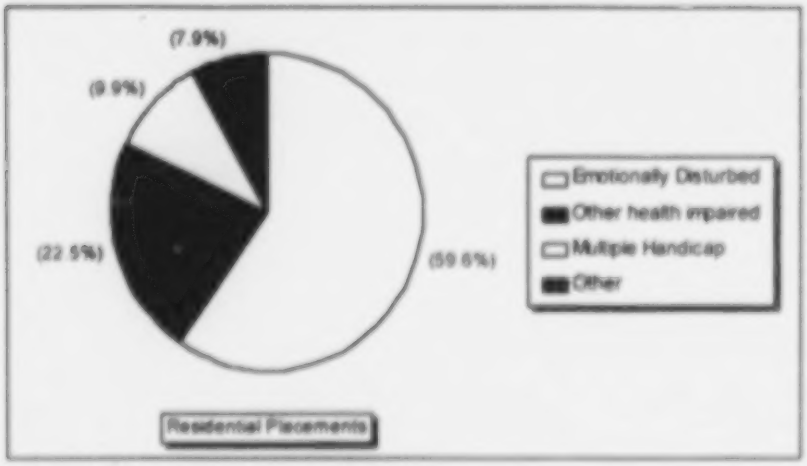
Exhibit 7
Change from Fiscal 1992 - Fiscal 1995
Percent Attributable to Category of Disability



The changes in the disability conditions of students in day and residential placements may be attributable to several factors. As mentioned previously, since fiscal 1992, SRI has emphasized the return of students from out-of-state placements and the diversion of students from placement in out-of-state facilities. SRI also emphasizes the provision of wrap-around services to serve the needs of children. Wraparound services are needs-based services which are characterized as interdisciplinary, unconditional, and community-based. The increase in day placements may be attributable to the placement of children returned from or diverted from out-of-state residential facilities.

An increase in ability of day placement facilities to handle students with more severe disabilities coupled with an improved identification of students may also be a contributing factor. Some day placement facilities have extended day and extended year programs and have add-on services such occupational therapy and psychiatric services.

Private Provider Rate Setting Process

Prior to fiscal 1997, the Maryland State Department of Education (MSDE) set rates for each provider on an annual basis. The rate setting methodology used by MSDE can be characterized as a negotiated rate process. Each year, private providers

submitted information to MSDE in support of their rate request for the upcoming fiscal year. Providers submitted the latest audited financial statements, a proposed budget, and the provider's calculation of the proposed tuition rates for the upcoming year.

MSDE reviewed this information to determine whether or not the requested tuition rate was justified. MSDE examined the material for the following:

- percent increase in the proposed tuition rate
- number of staff versus the number of students
- each budget line item as compared to last year's budget
- indirect cost calculation
- revenues
- projected profit

If MSDE determined that the requested tuition rate was not justified, the provider and MSDE negotiated until a rate was established for the provider. For example, MSDE and the provider would negotiate increases in budget line items, addition of staff, etc.

Since MSDE negotiated rates with each provider, rates vary from provider to provider. Also, what is encapsulated in the "basic" tuition rate varies from provider to provider (Appendix 9). For example, depending on the provider, the "basic" tuition rate may include charges for the educational component and related services such as speech therapy. On the other hand, some providers may charge a base tuition and have separate rates for related services. Depending on a child's Individualized Education Program (IEP), the total tuition would be dependent on the hours of related services that a child requires on an annual basis plus the base tuition.

Unlike providers of residential services, educational providers received steady rate increases in the 1990's. Based on a review of the base rates for 14 in-state schools, the Department of Fiscal Services found rate increases exceeding 4.5 percent per year from fiscal 1994 through fiscal 1996. In fiscal 1997 with rates under the jurisdiction of the Office of Children, Youth and Families (OCYF) and the Interagency Rate Committee, educational providers received a combined 2.5 percent rate increase while providers of residential services had their rates frozen.

Factors contributing to rate increases for special education nonpublic schools include:

- Lack of placement responsibility at MSDE. Parents or guardians decide which educational programs their child attends and the State is mandated to pay for the necessary services.

- Growth in salaries for public schools teachers. Nonpublic special education providers compete with the public schools for staff.

- The State/local jurisdiction is required to pay the base tuition of the school plus the cost of any add-on services dictated by the child's IEP.

State Budget Process

The nonpublic placements program has experienced difficulties in projecting the amount of funds necessary to meet the program's needs. The program has required deficiency appropriations and there have also been reversions of appropriated funds. The inability to accurately calculate program requirements may stem in part on the fluid nature of the nonpublic placements program. Variables, such as total number of students requiring services and tuition rates, that drive the financial resources necessary for this program are constantly changing.

The State budget process requires that estimates for the financial resources required for the program be prepared two years before funds will be expended. For example, the fiscal 1997 budget (July 1, 1996 - June 30, 1997) was submitted by the Maryland State Department of Education (MSDE) to the Department of Budget and Management in the fall of 1995. During this time period, the student population and cost per student figures change. New students enter the program, some students leave the program, and educational-related service requirements change on a student-by-student basis. Since individual variables cannot be accurately calculated, MSDE's budget estimates are based on an escalation of total program costs. For example, if program costs are increasing at 15 percent, the budget for the nonpublic placements program is escalated by this amount. Some years, this estimate is too low, therefore, a deficiency appropriation is needed. Other years, the estimate results in an excess of funds, therefore, funds are reverted.

MSDE has some control over the tuition rates charged by private providers, but MSDE has no control over the number of children eligible to receive services. As mentioned in the section on private provider rate setting, MSDE reviews enhancements to private provider budgets (e.g., additions to staff) and other items that result in an increase in private provider tuition rates to ensure that costs are justified. MSDE does not have any control over the number of children requiring nonpublic tuition assistance. Unlike programs where modifications to caseload can be made to remain within the budget, since this is a mandated program, full funding is always required for this program.

Conclusion and Recommendations

The special education nonpublic placements program ensures that the needs of students with disabilities are met by the State and local education agencies. The services that these students receive are mandated by the Individuals with Disabilities Education Act. If a student's individualized education program (IEP) includes necessary services, no matter how extensive or expensive, the State and local education agencies are required to provide these services.

Local education agencies are faced with factors such as due process and restrictions against making placement decisions based on the cost of programs that contribute to the inability to control costs. Placement decisions must be made carefully since parents may litigate to ensure appropriate placements for their children. If local education agencies lose a case, they are responsible for legal fees and the cost of the private placement. The incentive for local education agencies to control placements rests on the cost/benefit calculation that is made when a placement decision is appealed. Local education agencies may take into account the cost of litigation and the tuition savings if the school system wins in deciding whether to defend placement appeals. In some cases, it may be cheaper to provide the private placement.

These and other factors have resulted in the growth of students in nonpublic placements and an increase in expenditures. Since the State and local entities cannot unilaterally choose who receives services, it is incumbent on the State and local entities to ensure that the needs of special education students are met in the most efficient and cost effective manner.

Component of the Subcabinet Fund Should Be Reevaluated

The appropriateness of including special education residential funds in the Subcabinet Fund should be re-evaluated. Currently, monies for all special education residential placements are budgeted in the Subcabinet Fund. The Subcabinet Fund also contains monies that were previously budgeted in State agencies for family preservation and other services for children. The Subcabinet Fund allows the flexible use of funds to meet a child's needs rather than relying on categorical, agency specific, funding streams.

The flexible use of funds does not apply to the fiscal resources that must be devoted to the provision of services for special education placements. The State must fully meet the needs of students placed in both day and residential facilities. Funds for residential special education placements, therefore, must be used to meet all program requirements first. If IEPs require an assortment of services (e.g., psychological,

physical therapy, and audiological services) to meet the needs of special education students, the State and local governments must contribute the funds to meet all IEP-related costs. Only after this mandate is met, does the State have an opportunity to use excess funds for other initiatives.

IEP-related costs may be viewed as the base level of funding that must be committed by the State. In effect, the commitment of these funds for special education residential placements must be put aside (categorized) in the Subcabinet Fund for these purposes. Therefore, the inclusion of residential special education funds inflates the appropriation of the Subcabinet Fund, but allows little room for flexibility.

The system that is used to serve residential nonpublic special education students already contains many of the ideals of the Systems Reform Initiative (SRI) such as local participation and coordination. Local education agencies and local coordinating councils (LCC) are involved in the identification of students, placement decisions, the services they require (IEP development process), and coordination of funding requirements with the State. For years, LCCs have worked with the State in the delivery of services for residential special education students. The involvement of local management boards (LMB) in the existing system would not require drastic changes. In effect, the LMB would replace the LCC structure. LMBs would still coordinate the provision of special education services with the Maryland Department of Education (MSDE).

Finally, the existing structure of differentiating day placements (under MSDE) and residential placements (Subcabinet Fund) causes needless complexity. Regardless of where students are placed, these students are special education students. Under the existing structure, if a special education student is diverted or returned from an out-of-state residential placement, these monies are reflected in the Subcabinet Fund. If students are initially referred to day facilities, these monies are reflected in MSDE. As local resources are developed and more students that would have been served in residential facilities are served in day facilities, it is not clear at this time how funding will be reconciled. For example, would MSDE be asked to shift monies designated for day placements to the Subcabinet Fund? The budgeting of all nonpublic special education funds in one budget category would be more efficient given the relationship between day and residential placement programs, and the limited flexibility reflecting federal standards.

Data collection should be centralized

Currently, MSDE tracks all aspects of special education day placements (e.g., funding, number of students). Residential placement data are the responsibility of the Office for Children, Youth, and Families (OCYF) and LMBs. Prior to the shifting of

the residential component to the Subcabinet Fund, all data related to nonpublic special education placements were collected and reconciled by MSDE. Information on total program costs, caseload, and state/local contributions were readily available.

Readily available data to ascertain total program trends is currently not available. MSDE collects some data and other data is collected by LMBs and OCYF. In order to continue to analyze total nonpublic placement trends, one entity should collect and make available reports on how much the State and local governments are spending on nonpublic placements, how many students are being served, what types of handicapping conditions students have, and what types of environments students are being placed in (residential or day).

Success in Controlling Out-of-State Placements but In-State Resource Development Still Needed

The movement over the past couple of years to serve residential special education students in-state when feasible has been a success. Through the Systems Reform Initiative and other State technical assistance and funding, the State's goals to serve students closer to home and use in-state resources has controlled the number of students in out-of-state facilities. Continued success; however, will depend on the development of in-state resources to serve the most difficult students. The State Coordinating Council has identified the need for in-state resources to serve students with cognitive limitations in addition to severe emotional disturbances or severe behavioral difficulties and 24 hour educational/therapeutic services.

OCYF or MSDE should continue to develop a plan for resource development. This plan should include proposals to expand the services provided by existing nonpublic facilities, particularly in the areas of serious emotional disturbance and multiple handicaps and outline financing proposals to facilitate the creation of new facilities (e.g., availability of working capital).

Additional Research Needed on Handicapping Trends

The overall growth in the nonpublic placements program is driven by an increase in the number of students requiring nonpublic tuition assistance and the requirements of their individualized education programs (IEP). As mentioned previously, over the past ten years, expenditures have increased at an average annual rate of 17.8 percent. The number of students requiring State assistance increased at an average annual rate of 9.9 percent. Further research is needed on what is driving increases in handicapping conditions. For example, the total number of students with

severe emotional disturbance has increased over 80 percent over the past ten years compared to an overall increase in special education students of 13 percent. Is this due to a change in how students are categorized, improved identification processes, or other factors? It is interesting to note that while this particular handicapping condition has increased, the State Coordinating Council (SCC) has identified the need for additional instate resources to treat this handicapping condition. An understanding of why certain handicapping conditions are increasing will assist the State in facilitating the development of resources to meet the demand for services.

Appendix 1

MARYLAND STATE DEPARTMENT OF EDUCATION LIST OF IN-STATE NONPUBLIC SCHOOLS FOR STUDENTS WITH DISABILITIES (EXPIRES 12-31-96)

Division of Special Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
(410) 767-0265

The schools listed have been determined to be in substantial compliance with COMAR 13A.09.10, Educational Programs in Nonpublic Schools and Child Care and Treatment Facilities, as required by Section 8-403, Education Article, Annotated Code of Maryland.

There may be deletions or additions to the list throughout the course of the year. The evaluation of these facilities is the responsibility of the Division of Certification and Accreditation. If there are any questions regarding the status of any school, please contact Margaret Ashline, Specialist, Certification and Accreditation (410) 767-0407. If there are questions regarding funding, please contact Richard L. Gamble, Sr., Chief, Nonpublic Schools (410) 767-0264.

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
The Benedictine School Ridgely, MD 21660	(410) 634-2112 Sr. Jeannette, OSB	Multihandicapped MR Ages 5-21	9 mos. Intensity VI Intensity V	Psychological, recreation social work, speech therapy counseling, medical, vocational, pre-vocational, equatics, parent training, adapted P.E.
Benedctine School Habilitation Center Ridgely, MD 21660	(410) 634-2115 Sr. Jeapnette, OSB	MR Ages 17-21	9 mos. Intensity VI	Psychological, recreation, social work, speech therapy counseling, medical, vocational, pre-vocational, independent living skills
Bowie Therapeutic Nursery Center 3120 Belair Drive Bowie, MD 20715	(301) 262-9167 Margaret Derocher	ED Ages 2 1/2 - 4	10 mos. Intensity V	Counseling and training, recreational therapy, speech/ language therapy, psychological service
Cedar Ridge P.O. Box 439 Williamsport, MD 21795	(301) 582-0282 Education Director	ED Ages 7-18	10 mos. Intensity V Intensity VI Extended School Year	Individual, group and family therapy psychological and psychiatric consultation.

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Chelsea School, The 620 Pershing Drive Silver Spring, MD 20910	(301) 585-1430 William Patterson	LD Ages 6-11	10 mos. Intensity V Extended School year	Speech/language therapy, occupational therapy counseling,
Chelsea School, The 711 Pershing Drive Silver Spring, MD 20910	(301) 585-1430 William Patterson	LD Ages 10-21	10 mos. Intensity V Extended School year	Speech/language therapy, occupational therapy counseling,
Child Center 10611 Tenbrook Drive Silver Spring, MD 20901	(301) 593-8822 Alan Lovell	Multihandicapped (MR/Ortho/medical) 13 mos. - 5 yrs.	10 mos. Intensity V Extended School Year	Physical, occupational and speech/language therapies, medical evaluation, nursing services, water therapy, computer assisted instruction

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Children's Guild, Inc. 6802 McClean Blvd. Baltimore, MD 21234	(410) 444-3800 Dorien McBride	ED Ages 2-12	10 mos. Intensity V	Milieu therapy, individual therapy, speech pathology, parent counseling psychological consultation, psychiatric, audiology, computer assisted instruction, occupational therapy dance therapy
Children's Guild, Inc. in Howard County 5451 Beaverkill Road Columbia, MD 21044	(410) 444-1800 Dorien McBride	ED Grades 1-7	10 mos. Intensity V	Milieu therapy, individual therapy, speech pathology, parent counseling psychological consultation, psychiatric, audiology, computer, occupational therapy dance therapy
Chimes School 1800 Thornbury Road Baltimore, MD 21209	(410) 466-4404 Doris Ashmore	Multihandicapped MR Ages 5-21	10 mos. Intensity V Extended School Year	Social work, counseling, consultative psychiatric services, speech/language therapy, vocational education, crisis intervention

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Community School of MD 751 Twinbrook Parkway Rockville, MD 20851 (Administrative Office)	(301) 762-1650 Piper Phillips Caswell	Autistic Ages 10-21 Ages 2 - 6 Loveas Early Intensive Intervention	12 mos. Intensity VI 12 mos Intensity V	Speech/language, consultant psychological/psychiatric services, behavioral management, OT, consultant nutritionist, patient outreach, vocational education
Edgemeade of Maryland 13101 Croom Road Upper Marlboro, MD 20772	(301) 888-1333 Nancy Polin	ED Ages 11-18	12 mos. Intensity V and Intensity VI	Speech/language therapy, individual and group psychotherapy, consultative psychiatric and psychological services, family counseling, therapeutic recreation, medical services, chemical dependency and sex education programs

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Family Advocacy School 614 Old Edmondson Ave. Catonsville, MD 21228 (Mailing Address) 5740 Executive Drive Baltimore, MD. 20851	(410) 744-5506 Bruce Bertell	Ed Ages 12-20	10 mos. Intensity V Extended School Year	Counseling, psychiatric consultation, social work services, recreation, parent counseling and training
Focus Point School 1400 General's Highway Crownsville, MD 21032	(410) 987-6200 Martin E. Salisbury	Ed Ages 14-17	12 mos. Intensity V	Psychiatric services, recreational services, job training and development services, nursing services, crisis intervention
Forbush School 6501 N. Charles Street Towson, MD 21204	(410) 938-3000 Burton H. Lohnes, Ph.D.	ED Ages 5-21	12 mos. Intensity V	Individual psycho-therapy, social casework, occupation therapy, counseling services, pre-vocational education, consultative psychiatric and psychological services, speech/ language, guidance counseling, crisis intervention

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Foundation Intermediate School 1835 Brightseat Road Landover, MD. 20785	(301 772-1200 Ramona Merriwether	ED Grades 1 -8	11 mos. Intensity V	Adapted P.E. Counseling, psychiatric services, social work services, speech/language therapy
Foundation School of Montgomery County 5320 Marinelli Road Rockville, MD. 20852	(301) 468-9700 Dr. Sheila Kaler	ED Grades 7-12	11 mos. Intensity V	Group therapy, social work, consultant psychiatry, expressive therapy, speech/language therapy
Foundation School of Prince George's County 1845 Brightseat Road Landover, MD. 20785	(301) 773-3500 Marvin Moore	ED Grades 7-12	11 mos. Intensity V	Drug/Alcohol Education Group therapy, social work expressive therapies, speech/language
Frost School 4915 Aspen Hill Road Rockville, MD 20853	(301) 933-3451 Stephen Hitchcock	ED (primary) Ages 13-21	12 mos. Intensity V	Daily counseling, family therapy (required), vocational program, Group therapy, transition services

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Gateway School 2220 St. Paul Street Baltimore, MD 21218	(410) 243-3800 Eileen Washington	SI/LI/HI Ages Birth - 9	10 mos. (12 mos. infant Program Intensity V Extended School Year	Speech pathology, audiology, social work, psychology, O.T., P.T., "medically fragile" children, nursing services, adapted P.E.
Good Shepherd School 4100 Maple Avenue Baltimore, Maryland 21227	(410) 247-2770 Dr. Patricia Kusik	ED Ages 13-18	10 mos. Intensity V Intensity VI Extended School Year	Psychologist, social work, speech therapy, counseling, nursing, psychiatrist, recreation, individual, group and family therapy, reading specialist
Hannah More School 12035 Reisterstown Road Reisterstown, MD 21136	(410) 526-5000 Mark Waldman	ED Ages 12-21 (18 at admission)	10 mos. Intensity V	Vocational education, individual, family, group and milieu therapies, medical and nursing services: speech, language, adapted P.E., O.T., art, music therapy

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Harbour School, The An Innovative Learning Center 1277 Green Holly Drive Annapolis, MD 21401	(410) 974-4248 Dr. Linda Jacobs	LD/MH Ages 3-19	10 mos. Intensity V Extended School Year	Individualized instruction, Speech/Language Therapy, School Psychologist pre-vocational counseling, transition program, job coaching
Ivymount School 11614 Seven Locks Rd Rockville, MD 20854	(301) 469-0223 Sheri Gelman	ED/LD/Multi Ages Birth - 16	10 mos. Intensity V Extended School Year	Speech, OT, PT, social work, recreation therapy, art, music therapy, home & school based parent-infant program, adapted P.E. pre-vocational
Katherine Thomas School 9975 Medical Center Drive Rockville, MD 20850	(301) 738-9691 Ms. Patricia Ritter	Speech/Language - HI-LD Age 2 - 6 Grades 1 - 5	10 mos. Intensity V	Speech/Language therapy, O.T., P.T., parent counseling, audiology, social work services

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Kennedy School 100 North Ann Street Sykesville, MD 21231	(410) 550-9100 Dr. Robin Church	MI, L.D., SED, OHI, TBI, Autism Ages 5 - 13	10 mos. 12 month Intensity V Extended School Year	individual, group & family counseling, psychological services, speech/ language therapy, social work, O.T., P.T., nutrition, feeding, nursing, vocation education, computer assisted instruction, consultative psychiatry "medically fragile" students, head injured, extended school day
Laurel Hall School Brook Lane Psychiatric Ctr. 13230 Brook Lane Drive Hagerstown, MD 21742	(301) 739-0330 Karen Nelson	SED Grades 5 - 12	10 mos. Intensity V Extended School Year	Psychiatrist, Social Work, Nurse, Psychologist, Speech Language
Lt. Joseph P. Kennedy School at DeMatha High School 4313 Madison Street Hyattsville, MD 20781	(202) 529-7900 Freddie Vaughns	MH Ages 15-18	10 mos. Intensity V Extended School Year	Vocational Education, Social Work, Speech/Language, Job Placement Services, Behavior Management

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YEAR/INTENSITY	SPECIAL SERVICES
Lt. Joseph P. Kennedy School at St. John the Baptist DeLa Salle School 5704 Sergeant Road Chillum, MD 20782	(202) 939-7600 Freddie Vaughns	MH Ages 10-15	10 mos. Intensity V Extended School Year	Social Work, Speech/language, behavior management, pre-career orientation
Linwood Children's Center, Inc. 9421 Martin Bush Drive Ellicott City, MD 21043-4499	(410) 465-1252 P. Marion Sisson	Autistic Ages 3 1/2 - 20	12 mos. Intensity VI Extended Day (Intensity VI, Intensity V)	Speech and language, consultative psychological and psychiatric services, intensive social work, adapted P.E., exceptional educational
Lodge School 500 West Montgomery Ave. Rockville, MD 20850	(301) 424-8300 ext. 248 Rose Hare	ED Ages 13-21	12 mos. Intensity V Intensity VI Phase 488 (Only)	Individual and group therapy, psychological and psychiatric services, medical, speech therapy
Maple Shade 23730 Queen Gateway Mardela Springs, MD 21837	(410) 860-5133 William A. Tawney	MD Grades 6 - 8	12 mos. Intensity V and Intensity VI	Social Work, recreation, counseling

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Maryland School for the Blind 3501 Taylor Avenue Baltimore, MD 21236	(410) 444-5000 Dr. Richard DeMott	VI/MH/D/B Ages 2 - 21	12 mos. Intensity V and Intensity VI	Speech, therapy, O.T., PT, recreation, orientation and mobility, social work, psychological services, psychiatric and medical consultation
Montgomery Primary Achievement Center 10611 Tenbrook Drive Silver Spring, MD 20902	(301) 593-3797 Eileen Coyne	MR/MH Ages 2-8	10 mos. Intensity V Extended School Year	Speech therapy, physical therapy, occupational therapy, psychology (consultative), parent education, 1/2 day summer school program
Montgomery Primary Achievement Center - Gaithersburg 205 S. Summit Gaithersburg, MD 20877	(301) 593-3797 Eileen Coyne	MR/MH Ages 2-8	10 mos. Intensity V Extended School Year	Speech therapy, physical therapy, occupational therapy, psychology (consultative), parent education
Pathways School - Edgewood 801 University Blvd West Silver Spring, MD 20901	(301) 593-6680 Reverend Sharon Peters	ED Ages 13-21	10 mos. Intensity V	Social work, family therapy, functional living skills, vocational programs, work experience program

APPROVED IN STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Pathways School - Hyattsville 3120 Nicholson St. Hyattsville, MD 20782	(301) 593-8680 Reverend Sharon Peters	ED Ages 9-14	10 mos. Intensity V	Social work, family therapy, recreation therapy, occupational therapy
Pathways School - Northwood 1200 University Blvd West Silver Spring, MD 20902	(301) 593-8680 Reverend Sharon Peters	ED Ages 13-21	10 mos. Intensity V	Social work, family therapy, recreation therapy, speech/ language therapy
Pathways School - Springville 9424 Colesville Road Silver Spring, MD 20901	(301) 593-8680 Reverend Sharon Peters	ED Ages 13-19	10 mos. Intensity V	Psychotherapy, Social work, family therapy, speech/language therapy
The Ridge School 14901 Broschart Road Rockville, MD. 20850	(301) 251-4624 Denise Flora	ED Ages 10-21	11 mos. Intensity V	Group therapy, individual therapy, social work services speech/language therapy, psycho -educational assessme
Salem School 2756 Lower New Germany Rd. Frostburg, MD 21532	(301) 689-0322 Deborah DeWitt	SED/LD/MR/MH Ages 6-21	12 mos. Intensity V and Intensity VI	Counseling services, social work services, speech/language therapy, psychiatric and psychological services as needed.

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
School for Contemporary Education 8920 Whiskey Bottom Rd. Laurel, MD 20723	(410) 880-0730 Artha Johansen	ED - LD - MR Grades 1 - 12 Nongraded Ages 6 - 12	10 mos. Intensity V	Social work, behavior management, guidance family counseling, consultative psychological and psychiatric; speech, vocational education, O.T.
St. Elizabeth School 801 Argonne Drive Baltimore, MD 21218	(410) 889-5064 Dr. Christine Marlowe	MR MH Ages 12-21	10 mos. Intensity V Extended	Speech therapy, adapted P.E., counseling, social work, vocational school year education, transition services
St. Vincent's Center 2600 Pot Spring Road Timonium, MD 21093	(410) 252-4000 Karen Shevin	ED Ages 18 mos - 5	12 mos. Intensity V	Speech/language, social work, psychological, medical consultation, O.T.
Strawbridge School Methodist Board of Child Care 3300 Gaither Road Baltimore, MD 21244	(410) 922-2100 Brenda Bridge	ED Grade 5 - 10	12 mos. Intensity V and Intensity VI	Social work services. Adaptive physical education, psychiatry services

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-98)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
Summit School 664 East Central Avenue Edgewater, MD 20772	(410) 269-0070 Dr. Jane Snider	LD Grades 1-8	10 mos. Intensity V	Speech/language, therapy, diagnostic services, art and music
Therapeutic School Program of the Reginald S. Lourie Center for Infants and Young Children 11710 Hunters Lane Rockville, MD 20852	(301) 984-4444 Evelyn Rays-Bettie	Multihandicapped ED Ages Birth - 5	10 mos. Intensity V Extended School Year	Speech/language, individual/group therapy, parent counseling, OT, PT
United Cerebral Palsy of Central Maryland Inc. Arbutus Development Center 201 Maple Avenue Baltimore, MD 21227	(410) 242-0431 Mimi Wong	Multihandicapped Ages 18 mos. - 21	10 mos. Intensity V	Occupational, physical and speech therapies, social services, medical follow up, special adaptive equipment, parent counseling
United Cerebral Palsy of Central Maryland Inc. Delray Development Center 18 Delray Avenue Baltimore, MD 21228	(410) 744-3151 Mimi Wong	Other Health Impaired (Cerebral Palsied) Ages 18 mos. - 6	10 mos. Intensity V	Occupational, physical and speech therapies, social services, medical follow up, special adaptive equipment, parent counseling, assistive technology

APPROVED IN-STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12-31-96)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL YR/INTENSITY	SPECIAL SERVICES
United Cerebral Palsy of Central Maryland Inc. Cold Spring Development Center 1111 E. Cold Spring Lane Baltimore, MD 21239	(410) 744-3151 Mimi Wang	Multihandicapped Ages 18 mos. - 21	10 mos. Intensity V Extended School Year	Occupational, physical and speech therapies, social services, medical follow-up, special adaptive, equipment, parent counseling, assistive technology
Valley Academy 301 West Chesapeake Ave. Towson, MD 21204	(410) 828-0620 Marjorie Hoffman	LD Grades 4-12	10 mos. Intensity V	Tutoring and resource services
Villa Maria School 2300 Dulaney Valley RD Timonium, MD 21093	(410) 252-4700 Jackie Donaruma	ED Ages 6-12	10 mos. Intensity V 12 mos. Intensity VI	Individual and group counseling, Psychological/psychiatric consultation, speech/language therapy, crisis intervention, family therapy, nursing, O.T., recreation therapy, pre vocational education, extended school day

APPROVED IN STATE NONPUBLIC SCHOOLS OFFERING INTENSITY V AND VI SPECIAL EDUCATION
(Expires 12 31 06)

SCHOOL	PHONE/DIRECTOR	DISABILITY/AGE RANGE	SCHOOL VACANCY/INTENSITY	SPECIAL SERVICES
Woodbourne School 1301 Woodbourne Avenue Baltimore, MD 21239	(410) 433 1000 Forest Harvey	ED Grades 6 12	12 more Intensity V Intensity VI	Individual and group counseling, family therapy, psychiatric and psychological evaluation and services, pediatric and nursing services expressive art therapies
Youth in Transition School 7222 Ambassador Road Baltimore, MD 21244	(410) 265 1000 Joyce Coelho	ED Ages 13 21	16 more Intensity V Extended School Year	Counseling, social work services, speech/language therapy services, vocational educatio

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MARYLAND STATE DEPARTMENT OF EDUCATION
LIST OF OUT-OF-STATE
NONPUBLIC SCHOOLS FOR STUDENTS WITH DISABILITIES
(Expires 12-31-96)

School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
CONNECTICUT				
Benhaven School 67 Bull Hill Lane West Haven, CT 06516	(203) 937-1005 Larry Wood Linda Grimm	5-21 Male and Female Autism and Developmental Disorders	VI 45	Psychological, speech, P.T., recreation, nutrition, behavior programs, vocational education, medical, music therapy
Devereux Glenholme School 81 Sabbaday Lane Washington, CT 06793	(203) 868-7377 FAX (203) 868-7894 Kathi Fitzherbert	5-15 Male and Female ED/LD	VI 95	Individual, group and family counseling; psychiatric, psychological, speech, and medical services; behavioral and milieu treatment; O.T., P.T., and recreational therapies; life skills instruction

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
Lake Grove at Durham 4598 Wallingford Road Durham, CT 06422-0659	(860) 349-3467 Robert C. Ruggiero	10-21 Male and Female ED, MR, Multihandicapping Conditions, Adjudicated Sex Offenders	VI 108	Psychological, speech, medical, individual and group counseling, recreation, nutrition, behavior programs, voc. ed., art therapy, equestrian program
DELAWARE				
Hilltown Center 705 Bayview Road Middletown, DE 19709	(302) 834-4811 Leonard Edge Beverly Ursic	6-21 Male and Female MR, MR with Multihandicapping Conditions; not appropriate for ED	VI 10	Psychological, speech, P.T., medical, behavior modification programs, voc. ed., recreation, nutrition, and adaptive equipment

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
DISTRICT OF COLUMBIA				
Episcopal Center for Children 6001 Utah Avenue, NW Washington, D.C. 20015	(202) 363-1333 Allen Kent	5-10 1/2 at admission Male and Female EH/LD	V VI 60	Psychological, speech, adaptive P.E., individual, group, and family psychotherapy, art and music therapy, recreation, nutrition, behavior programs
The Lab School of Washington 4759 Reservoir Road Washington, D.C. 20007	(202) 965-6600 Sally Smith Karen Duncan	6 1/2 - 18 Male and Female LD	V 200	Psychological, speech, student and family counseling, O.T., recreation, behavior programs, voc. ed., individual tutoring, career/college counseling

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Outreach	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
Lt. Joseph P. Kennedy Institute 801 Buchanan Street, NE Washington, D.C. 20017	(202) 529-7600 Dr. Freddie T. Vaughns	5-21 Male and Female MR, ED Multihandicapping Conditions	V 95	Psychiatric consultation, speech, O.T., P.T., student and family counseling, recreation, nutrition, bath programs, voc. ed., medical, adaptive physical education, clinical psychology
National Children's Center 6200 Second Street, NW Washington, D.C. 20011	(202) 722-2300 Nancy Allore	5 - 21 Male and Female MR, ED, Autism, Multihandicapping Conditions	V 01 175	Psychological, psychiatric, speech, O.T., P.T., medical, nutrition, student and family counseling, life skills, bath programs, voc. ed., adaptive equip., adaptive P.E., community based work programs

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School	Phone/ Contact Person	Age/Population Served	Inventory/ Capacity	Additional Service Components
St. John's Community Services - School Program [redacted] Washington, D.C. 20019	(202) 303-7033 Patricia Worland, Program Director	6 - 21 Male and Female Autism and Pervasive Developmental Disorders, Autistic - like Behaviors	9 42	Academic/cognitive, social, behavioral, communication skills, community and school based vocational training, speech, O.T., P.T.
[redacted]				
Devereux Foundation [redacted] Devereux, [redacted]	(770) 427-2161 FAX (770) 420-1413 Ralph Cumberford, Executive Director Ken Sylvester, Ph.D., Director of Education	12 - 17 Male and Female Behavior Disorders	91 110	Psychological, speech, medical, occ. ed., student and family counseling, recreation, nutrition, psychiatric, ballistic programs, arts and crafts, life skills

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MARYLAND STATE DEPARTMENT OF EDUCATION
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NONPUBLIC SCHOOLS FOR STUDENTS WITH DISABILITIES
(Expires 12-31-96)

School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
The Kolburne Schools Smithfield Road New Marlborough, MA 01230	(413) 229-8787 Deane Weinstein Jennifer Summers	6 - 21 Male and Female EH/LD Head Trauma	VI 152	Psychological, speech, O.T., individual, group and family counseling, voc. ed., recreation, medical, nutrition, behavior programs, outdoor education, cognitive training
Valleyhead P.O. Box 714 Lenox, MA 01240	(413) 637-2535 Ellen Mandel Kurt M. Gorlowitz	10 - 21 Female only ED and/or LD (FSIQ > 70) Attention and Behavior Disorders, Sexually Abused, Physically Abused, Psychiatric Disorders	VI 48	Psychological, medical, voc. ed., individual/group/ family therapy, cultural programs, recreation, behavior management, adventure based counseling

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School	Phone/ Contact Person	Age Population Served	Intensity/ Capacity	Additional Service Components
NEW JERSEY				
Bancroft School Hopkins Lane Haddonfield, NJ 08033	(609) 429-0010 (x347) FAX (609) 429-4755 Anne Arman Anthony	5 - 21 Male and Female MR/ED (mild), Neurological Impairments, Multihandicapping Conditions, Traumatic Brain Injury	VI 60	Neurological, psychological, speech, O.T., P.T., medical, voc. ed., student and family counseling, recreation, music, nutrition, behavior programs, adapt. P.E., art education, community living options
Bancroft School 612 Kings Highway Haddon Heights, NJ 08035	(609) 429-0010 (x347) FAX (609) 429-4755 Anne Arman Anthony	5 - 21 Male and Female Autism, Multi-handicapping conditions	VI 20	O.T., P.T., medical, voc. ed., student and family counseling, recreation, nutrition, behavior programs, adaptive P.E., community living options

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
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Lake Grove School P.O. Box 1208 Lake Grove, NY 11755-1208	(516) 585-5775, ext. 258 Donna Marsan, Director of Admissions	11-21 Male and Female 3 Programs: ED/LD, OH/Deafness, Autism/ Multihandicapping Conditions	41 (12) (6) Dwell 18 Aud. 15	Psychological, speech, medical, soc. wk., student and family counseling, recreation, nutrition, behavior programs, sports

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School	Phone/ Contact Person	Age/Population Served	Interest/ Capacity	Additional Service Components
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Devereux Foundation 19 Eagle Avenue Rydell, PA 19301 Graduate Brandywine, French, Badger Chesterton and Kansas. Residence Psychiatric not included!	(215) 255-4303 FAX (215) 288-8303 (800) 653-3808 Gary Sadler, Director of Marketing & Development	6 - 21 Male and Female ED, LD, BED and Other Health Impairments	30 [redacted]	Psychological psychiatric, speech, O.T., P.T., medical, family counseling, recreation, nutrition programs
* Brandywine Center Devereux Road Glenmoore, PA 19343	Kathleen Fleming (215) 942-5801 Sue Wiehl (215) 942-5804 FAX (215) 942-5813	6 - 21 Male only ED, LD, BED and Other Health Impairments	30	
French Center 110 Old Lancaster Road Devon, PA 19333	Bonnie Elliott (215) 964-1000 FAX (215) 971-8803	12 - 21 Male and Female ED, LD, BED and other Health Impairments	30	
Kansas Center 280 E. Boot Road Mont Chester, PA 19380	Richard Keeler Carol Cuprys (215) 647-8170 FAX (610) 430-3301	6 - 21 Male and Female Developmental Disabilities	32	Psychological psychiatric, speech, O.T., medical, family counseling, recreation, nutrition programs

* Accepts Medical Assistance

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
Pathway School 182 Egypt Road Norristown, PA 19403	(610) 277-0660 Louise Frederick, M.Ed. Admissions Director	5 - 21 Male and Female LD, ED, Neuro. Impairments, Head Injury, Pervasive Developmental Disorder, Tourette Syndrome	VI 180	Psychological, medical, pre-voc. ed., speech, O.T., student and family counseling, recreation, beh. programs, community service learning
Woods Services Langhorne, PA 19047	(215) 750-4031 (800) 782-3646 Gail Lichtenegger	No Age Limits Male and Female MR, ED, Multi-handicapping Conditions, Neuro. Impairments, Head Trauma, Medically Fragile, Rett Syndrome, Prader-Willi Syndrome	VI 643 (includes adults)	Psychological, psychiatric, speech, O.T., P.T., medical, voc. ed., counseling, nursing, recreation, nutrition, behavior program, campus and community employment

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
Wordsworth Academy Main Campus Pennsylvania Avenue and Camp Hill Road Fort Washington, PA 19034	(215) 643-5400 Bernard Cooper	5 - Male and Female ED, LD, Brain Injury, Autism/ Pervasive Develop. Disorder	VI 340	Psychological, psychiatric, speech, voc. ed., music, nutrition, P.E., industrial arts, home arts,
Satellite Campus (Transitional Program) 509 Ashbourne Road Elkins Park, PA 19117	(215) 635-6600 Michael Curcio	5 - 21 Male and Female ED, LD, Brain Injury, Autism/ Pervasive Develop. Disorder	VI 36	crisis counseling, career ed. and evaluation, individual, group and family therapy, creative arts, therapeutic recreation
New Britain Campus 133 Ferry Road New Britain, PA 18914	(215) 643-5400, ext. 204 Frank W. Dale All Residential Program Admissions: (215) 643-5400, ext. 419 1-800-769-0088, ext. 419	5-14 Male and Female ED, LD, Brain Injury	VI 32	Continuation of treatment from staff secure to open residential treatment

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
SOUTH CAROLINA				
Pine Grove School P.O. Box 100 Elgin, SC 29045	(803) 438-3011 Anita Gotwals	5 - 18 (12 or younger at enrollment) Male and Female MR, Autism, Brain-Injury, ED, Pervasive Dev. Disorder	VI 40	Psychological, speech, sign language, O.T., parent counseling, recreation, behav. programs, voc. ed., P.E., art, music, horticultural therapy
VERMONT				
Bennington School 19 Fairview Street Bennington, VT 05201	(802) 447-1557 Jeff LaBonte Fran Moriaty	10 - 21 Male and Female ED/LD	VI 73	Psychological, speech, medical, individual and group counseling, recreation, nutrition, behav. programs, voc. ed.

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
VIRGINIA				
Accotink Academy 8519 Tuttle Road Springfield, VA 22152	(703) 451-8041 Elaine McConnell Julia Warden	5 - 21 Male and Female LD, ED, Mild MR, Autism, Aphasia	V 120	Individual, group and family counseling, psychiatric consult, speech., O.T., P.T., behav. mgmt. programs, pre-voc. and voc. ed., art therapy, adaptive P.E., on-the-job training/apprentice programs
Grafton School P.O. Box 112 Berryville, VA 22611 (Does not include Independent Living Services, In-home/School or In-Community Services, or Foster Care)	(703) 955-2400 FAX (703) 955-3496 Robert Stieg, Jr., Headmaster Garland Greer, Admissions Supervisor Kathleen Weisbrod, Admissions Supervisor	3-22 Male and Female SED, LD, MR, Autistic Disorder, Behavioral Disorders, and other complex challenges including physical disabilities	VI 176	Speech/language, O.T., individual and family counseling, psychiatric consultation, diagnostic services, community-based vocational instruction, consultation and training

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
Graydon Manor Campus School 301 Children's Center Road Leesburg, VA 22075	(703) 777-3485 William Kropp Judith Klinedinst	7 - 18 Male 13 - 18 Female ED, SLD	V 61	Psychological, psychiatric, individual and group counseling, family therapy, art therapy, recreation, medical, speech/language
Leary School, Inc. 6349 Lincolnia Road Alexandria, VA 22312	(703) 941-8150 Eugene Meale	7 - 21 Male and Female ED, SLD, EMR, Visual, Motor, and/or Hearing Impairments	V 130	Psychological, speech O.T., individual and family counseling/ therapy, recreation, voc. ed., behavior program, off-campus work experience program, job placement program in development
Oakland School Keswick Boyd Tavern, VA 22947 (near Charlottesville, VA)	(804) 293-9059 Judith Edwards Director Carol Smieciuch, Assistant Director	8 - 17 (8-14 at time of enrollment), Male and Female, LD/ED/ADHD (primarily for LD students; not appropriate for students with severe acting-out behaviors)	VI 66	Speech, individual and group therapy, recreation

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
Oakwood School 7210 Braddock Road Annandale, VA 22003	(703) 941-5788 Robert C. McIntyre, Executive Director	6-15 Male and Female LD, Language Disorders, Attention Deficit/Hyperactivity Disorders	V 108	Speech, O.T., Psychology
The Pines Residential Treatment Center and First Home Care 1801 Portsmouth Bouldevard Portsmouth, VA 23704	(804) 398-0322 Debra Goldstein	5 - 21 Male and Female DSM IV diagnosis of psychiatric illness	VI 350	Behavioral, programming, individual and group therapy, activities therapy, general medical and dietary services, speech/language and physical therapy available on consulting/contractual basis, psychological, student and family counseling, O.T. on a contractual basis, recreation, vocational education

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(Expires 12-31-96)

School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
School for Contemporary Education 7010 Braddock Road Annandale, VA 22003	(703) 941-8810 Sally Sibley	Preschool-21 Male and Female ED, MR, LD, Autism, Multihandicapping Conditions	V 130	Speech, O.T., P.T., student counseling, behavior programs, pre-voc., supported employment, family support/training activities
Timber Ridge School P.O. Box 3160 Winchester, VA 22604	(540) 888-3456 FAX (540) 888-4511 Philip E. Arlotta, L.C.S.W. Director of Admissions	11 - 17 at admission; Male only SED, ED, LD	VI 80	Voc. ed., individual psychological counseling, family counseling, group substance abuse counseling, social ed. group, recreation, organized sports team, focus groups: peers, anger management, employment

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School	Phone/ Contact Person	Age/Population Served	Intensity/ Capacity	Additional Service Components
WEST VIRGINIA				
Concord P.O. Box 39 Yellow Spring, WV 26865	800-344-6817 (304) 856-3404 Lee Anna Mielzarek, Ed.D. Rolf H. Mielzarek, Ph.D.	18 - 21 (also serves individuals over 21) Male and Female MR, MR with Behavior Disorders, Hypersexuality, Pedophilia, Fire Setting, Eating Disorders, Dual Diagnoses, Multihandicapping Conditions	LEVEL VI 70	Voc. ed., behavior management, speech, recreation, functional academics, independent living skills, social skills training

Appendix 2

Definitions of Handicapping Conditions

Autism - a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has a serious emotional disturbance.

Deaf - a hearing impairment that is so severe that the child is impaired in processing linguistic information, through hearing with or without amplification, that adversely affects a child's educational performance.

Deaf-Blindness - concomitant hearing and visual impairments, the combination of which caused such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Hard of Hearing - an impairment in hearing whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

Mental Retardation - significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Multiple Disabilities - concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

Orthopedic Impairments - severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations).

Other Health Impairments - having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes that adversely affects a child's educational performance.

Serious Emotional Disturbance - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance.

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Specific Learning Disabilities - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematic calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (partial or total loss of the ability to articulate ideas in any form, resulting from brain damage).

Speech or Language Impairments - a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury - an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychological impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Visual Impairments - an impairment in vision, that, even with correction adversely affects a child's educational performance. The term includes both partial sight and blindness.

Appendix 3

Special Education Population
Environment
As of December 1, 1995

Local Unit	Regular School	Special School				Home/ Hospital	Total Served
		Public Day	Nonpublic Day	Public Residence	Nonpublic Residence		
Allegany	1,508	0	2	0	3	3	1,516
Anne Arundel	8,880	342	186	7	61	100	9,576
Baltimore City	15,232	1,217	816	61	48	70	17,444
Baltimore	11,507	525	152	0	52	46	12,282
Calvert	1,453	69	7	4	6	6	1,545
Caroline	807	0	1	0	0	1	809
Carroll	3,290	55	19	0	9	11	3,384
Cecil	2,206	2	1	0	11	4	2,224
Charles	2,588	4	5	3	18	19	2,637
Dorchester	690	2	1	0	0	0	693
Frederick	3,901	119	7	19	0	10	4,056
Garrett	727	0	0	0	0	0	727
Harford	4,290	100	56	1	24	3	4,474
Howard	3,947	103	32	4	24	6	4,116
Kent	339	0	0	0	0	1	340
Montgomery	12,182	554	579	74	42	11	13,442
Prince George's	10,477	674	554	31	126	60	11,922
Queen Anne's	786	2	3	2	2	2	797
St. Mary's	1,851	2	0	1	5	17	1,876
Somerset	396	0	0	0	0	1	397
Talbot	551	1	1	0	0	3	556
Washington	2,717	115	20	3	8	2	2,865
Wicomico	1,565	0	0	1	4	1	1,571
Worcester	690	0	0	0	0	3	693
Subtotal LEA	92,580	3,886	2,442	211	443	380	99,942
State Operated	360	431	1	0	129	0	921
Grand Total	92,940	4,317	2,443	211	572	380	100,863

Appendix 4

Special Education Students by Handicapping Condition -- 12/1/95

Handicapping Condition	Total	Public Schools	State Facility	Nonpublic			Percent In Nonpublic
				Day	Residential	Total	
Mental Retardation	6,504	6,300	7	174	23	197	3.0
Hard of Hearing	778	771	0	7	0	7	0.9
Deaf	640	263	377	0	0	0	0.0
Speech or Language Impairments	31,668	31,554	1	107	6	113	0.4
Visually Impairments	427	385	36	6	0	6	1.4
Serious Emotional Disturbance	6,737	5,180	118	1,174	265	1,439	21.4
Orthopedic Impairments	649	596	0	53	0	53	8.2
Other Health Impairments	3,652	3,557	1	86	8	94	2.6
Specific Learning Disabilities	43,482	42,964	218	286	14	300	0.7
Multiple Disabilities	5,385	4,648	150	483	104	587	10.9
Deaf-Blindness	29	18	11	0	0	0	0.0
Autism	697	632	0	46	19	65	9.3
Traumatic Brain Injury	215	189	2	20	4	24	11.2
	100,863	97,057	921	2,442	443	2,885	2.9

Source: Department of Fiscal Services, December 1996

Appendix 5

Percent of Handicapping Condition Served by Environments

Handicapping Condition	Percent of Total	Public Schools	State Facility	Nonpublic		
				Day	Residential	Total
Mental Retardation	6.4%	96.9%	0.1%	2.7%	0.4%	3.0%
Hard of Hearing	0.8%	99.1%	0.0%	0.9%	0.0%	0.9%
Deaf	0.6%	41.1%	58.9%	0.0%	0.0%	0.0%
Speech or Language Impairments	31.4%	99.6%	0.0%	0.3%	0.0%	0.4%
Visual Impairments	0.4%	90.2%	8.4%	1.4%	0.0%	1.4%
Serious Emotional Disturbance	6.7%	76.9%	1.8%	17.4%	3.9%	21.4%
Orthopedic Impairments	0.6%	91.8%	0.0%	8.2%	0.0%	8.2%
Other Health Impairments	3.6%	97.4%	0.0%	2.4%	0.2%	2.6%
Specific Learning Disabilities	43.1%	98.8%	0.5%	0.7%	0.0%	0.7%
Multiple Disabilities	5.3%	86.3%	2.8%	9.0%	1.9%	10.9%
Deaf-Blindness	0.0%	62.1%	37.9%	0.0%	0.0%	0.0%
Autism	0.7%	90.7%	0.0%	6.6%	2.7%	9.3%
Traumatic Brain Injury	0.2%	87.9%	0.9%	9.3%	1.9%	11.2%
	100.0%	96.2%	0.9%	2.4%	0.4%	2.9%

Source: Department of Fisal Services, December 1996

Appendix 6

Day and Residential Student Count
FY 85 - FY 95

Fiscal Year	Students Requiring State Assistance — Day: In-state	Out-state	Total	% Change	Students Requiring State Assistance — Residential: In-state	Out-state	Total	% change	State Subtotal Total	% change
1985	612	53	665		86	281	367		1,032	
1986	728	77	805	21.05%	84	271	355	-3.27%	1,160	12.40%
1987	750	90	840	4.35%	91	293	384	8.17%	1,224	5.52%
1988	816	108	924	10.00%	104	312	416	8.33%	1,340	9.48%
1989	823	162	985	6.60%	94	336	430	3.37%	1,415	5.60%
1990	944	244	1188	20.61%	102	426	528	22.79%	1,716	21.27%
1991	1072	283	1355	14.06%	100	463	563	6.63%	1,918	11.77%
1992	1143	275	1418	4.65%	108	490	598	6.22%	2,016	5.11%
1993	1321	290	1611	13.61%	137	367	504	-15.72%	2,115	4.91%
1994	1721	318	2039	26.57%	182	358	540	7.14%	2,579	21.94%
1995	1845	307	2152	5.54%	192	309	501	-7.22%	2,653	2.87%

Source: Department of Fiscal Services Decmber 1996

Appendix 7

Summary of Non-Public Special Education Costs and Placements Requiring State Assistance

State and Local Costs

	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989
State Costs					
Level V (Day) Placements	$2,875,928	$3,913,388	$4,419,004	$5,797,908	$7,320,926
Residential In-State					1,690,584
Residential Out-of-State					11,164,847
Total Residential	6,217,382	7,184,502	8,797,281	10,899,138	12,855,431
Systems Reform Initiative contribution	0	0	0	0	0
Subtotal State	**$9,093,288**	**$11,097,870**	**$13,216,285**	**$16,696,746**	**$20,176,357**
Local Costs					
Level V (Day) Placements	$4,180,965	$5,802,104	$6,170,908	$7,794,192	$9,091,902
Residential In-State					1,074,932
Residential Out-of-State					3,279,411
Total Residential	2,963,060	2,830,331	3,126,026	3,882,623	4,354,343
Subtotal Local	**$7,144,025**	**$8,632,435**	**$9,296,934**	**$11,676,815**	**$13,446,245**
State & Local Costs					
Level V (Day) Placements	$7,056,891	$9,715,472	$10,589,912	$13,591,800	$16,412,828
Residential In-State					2,765,516
Residential Out-of-State					14,444,258
Total residential	9,180,422	10,014,833	11,923,287	14,781,761	17,209,774
Systems Reform Initiative Contribution	0	0	0	0	0
Total	$16,237,313	$19,730,305	$22,513,199	$28,373,561	$33,622,602

Placements

CATEGORY					
State Assisted Placements					
Level V (Day) Placements	695	805	840	924	985
Residential In-State					94
Residential Out-of-State					336
Total Residential	307	355	384	416	430
Systems Reform Initiative	0	0	0	0	0
Total State Assisted	1,002	1,160	1,224	1,340	1,415

State & Local Average Cost Per Placement By Type
State Assisted Placements Only

CATEGORY					
Level V (Day) Placements	$10,612	$12,069	$12,607	$14,710	$16,663
Residential In-State					29,420
Residential Out-of-State					62,989
Total Residential	25,015	28,211	31,050	35,533	40,023
Total State/ Local average	$15,734	$17,009	$18,393	$21,174	$23,762

Prepared by: Department of Fiscal Services November 1990

Summary of Non-Public Special Education Costs and Placements Requiring State Assistance

State and Local Costs

FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 85 - FY 95 Avg. Annual % Incr
$9,721,023	$12,545,906	$12,781,763	$13,989,736	$19,644,223	$22,680,039	22.94%
1,927,882	1,980,490	4,078,337	2,191,376	3,080,287	3,146,053	
14,525,329	19,431,786	22,157,294	14,448,543	12,816,153	11,359,807	
16,553,211	21,412,276	26,235,631	16,639,919	15,896,440	14,505,860	8.94%
0	0	1,989,252	4,302,684	7,916,233	9,705,697	
$26,274,234	$33,958,182	$41,006,648	$34,932,339	$43,456,896	$46,991,596	17.82%
$12,066,201	$16,982,914	$15,609,040	$21,897,800	$27,140,441	$31,084,768	22.22%
1,082,708	1,137,347	1,306,759	2,239,674	2,971,379	3,375,915	
4,433,332	5,272,731	6,005,290	8,289,573	7,590,884	7,070,741	
5,516,040	6,410,078	7,312,049	10,529,247	10,562,263	10,446,656	13.43%
$17,582,241	$21,392,992	$22,920,089	$32,427,047	$37,702,704	$41,531,424	19.25%
$21,767,224	$27,526,820	$28,389,803	$35,881,536	$40,784,664	$53,764,807	22.51%
3,010,590	3,117,837	5,385,090	4,431,050	6,051,666	6,521,908	
19,058,661	24,704,517	28,162,584	22,738,116	20,407,037	18,430,548	
22,069,251	27,822,354	33,547,680	27,169,166	26,458,703	24,952,516	10.52%
0	0	1,989,252	4,302,684	7,916,233	9,705,697	
$43,836,475	$55,251,174	$63,926,735	$67,353,386	$81,159,600	$88,423,020	16.47%

Placements

1,186	1,355	1,383	1,519	1,822	1,960	11.41%
102	100	106	137	182	192	
426	503	490	357	358	309	
528	553	596	494	540	501	3.15%
0	0	55	92	217	182	
1,716	1,910	2,016	2,110	2,579	2,653	9.80%

State & Local Average Cost Per Placement By Type
State Assisted Placements Only

$18,339	$20,316	$20,829	$23,626	$25,078	$27,631	9.96%
29,516	31,176	59,862	32,363	33,251	33,909	
56,735	53,357	57,475	61,957	57,003	59,648	
41,798	45,618	56,100	53,907	48,899	49,805	7.15%
$25,551	$29,059	$31,710	$31,948	$31,489	$33,329	7.80%

Appendix 8

Changes in Handicapping Conditions
December 1984 to December 1994

	Mentally Retarded	Traumatic Brain Injury	Autism	Hearing Impaired	Speech Impaired	Visually Handi-capped	Emotionally Disturbed	Ortho-pedically Impaired	Other Health Imp.	Specific Learning	Multiple Handicap	Deaf/ Blind	
12/1/84	7,137	N/A	N/A	1,494	25,582	821	4,093	868	1,099	46,720	3,629	106	91,549
12/1/94	5,700	170	422	1,342	29,480	435	5,638	600	2,779	44,816	5,352	45	96,779
% change	-20.1%			-10.2%	15.2%	-47.0%	37.7%	-30.9%	152.9%	-4.1%	47.5%	-57.5%	5.7%

Note: There was a change to the categorization of handicapping conditions during this time period

Appendix 9

NONPUBLIC COST COMPARISON - IN-STATE PROGRAMS

SCHOOL/ PROGRAM	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED 1 TO 1	RESID 1 TO 1	RTEN BEH MOD	EXT DAY	EXT YEAR
CEDAR RIDGE																
DAY																
97	19,509		[illegible]			[illegible]				[illegible]		[illegible]				[illegible]
96	19,151		[illegible]			[illegible]				[illegible]		[illegible]				[illegible]
95	18,651									[illegible]		[illegible]				
94	18,647									[illegible]						
93	18,814									[illegible]						
RES GHS																[illegible]
97	68,804		[illegible]			[illegible]				[illegible]		[illegible]	[illegible]			[illegible]
96	67,646		[illegible]			[illegible]				[illegible]		[illegible]	[illegible]			[illegible]
95	67,667									[illegible]		[illegible]	[illegible]			
94	67,142									[illegible]						
93	N/A															
RES TGH																[illegible]
97	61,521		[illegible]			[illegible]				[illegible]		[illegible]	[illegible]			[illegible]
96	61,142		[illegible]			[illegible]				[illegible]		[illegible]	[illegible]			
95	N/A															
94	N/A															
93	N/A															
CHILDREN'S GUILD																
REGULAR																
97	28,067		75/HR			70/HR						110/DAY				[illegible]
96	27,176					65/HR						110/DAY				[illegible]
95	25,209					65/HR						107/DAY				[illegible]
94	23,163					65/HR						107/DAY				
93	20,978											95/DAY				
FORBUSH																
DAY																
97		RATE NOT SET YET										93/DAY			65/DAY	
96	43,645											95/DAY			61/DAY	
95	41,292											95/DAY			58/DAY	
94	40,236											95/DAY				
93	37,344															
INPATIENT																
97		RATE NOT SET YET										93/DAY			65/DAY	
96	29,902											95/DAY			61/DAY	
95	27,935											95/DAY			58/DAY	
94	26,638											95/DAY				
93	24,730															
ST ELIZABETH																
REGULAR																
97	25,230											112/DAY			21/DAY	1,726
96	24,663											108/DAY			20/DAY	1,623
95	22,214											95/DAY			19/DAY	1,568
94	18,195											92/DAY			19/DAY	1,413
93	16,408											95/DAY			18/DAY	1,401

NONPUBLIC COST COMPARISON - IN-STATE PROGRAMS

SCHOOL/ PROGRAM	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED 1 TO 1	RES/D 1 TO 1	INTEN BEH MOD	EXT DAY	EXT YEAR
HANNAH MORE																
REGULAR																
97	38,623			25/DAY	57/HR			110/HR				103/DAY				
96	37,874			24/DAY				110/HR				101/DAY				
95	36,995							110/HR				84/DAY				
94	34,825															
93	29,647				3,600/YR					1,075/YR						
SPECIALIZED																
97	19,312			25/DAY	57/HR			110/HR		71/HR		182/DAY				
96	18,937			24/DAY				110/HR		70/HR		178/DAY				
95	18,498									33/HR		174/DAY				
94	N/A															
93	N/A															
LINWOOD																
DAY																
97	26,926											70/DAY				
96	26,398											68/DAY				
95	25,363											64/DAY				
94	24,665											63/DAY				
93	24,163											63/DAY				
EXT DAY																
97	34,714											70/DAY				
96	34,033											68/DAY				
95	32,724											64/DAY				
94	31,465											63/DAY				
93	30,551											63/DAY				
5 DAY RES																
97	52,547											70/DAY	90/DAY			
96	51,517											68/DAY	87/DAY			
95	49,536											64/DAY	81/DAY			
94	48,565											63/DAY	63/DAY			
93	47,157											63/DAY	63/DAY			
7 DAY RES																
97	82,908											70/DAY	90/DAY			
96	81,282											68/DAY	87/DAY			
95	78,156											64/DAY	81/DAY			
94	75,150											63/DAY	63/DAY			
93	72,667											63/DAY	63/DAY			
IVYMOUNT																
REGULAR																
97	25,800	50/HR	75/HR		75/HR	75/HR	75/HR			75/HR		135/DAY				1,500
96	25,300	50/HR	75/HR		75/HR	75/HR	75/HR			75/HR		139/DAY				1,500
95	24,200	50/HR	75/HR		75/HR		75/HR			75/HR		136/DAY				1,400
94	23,502	45/HR	70/HR		70/HR		70/HR			70/HR		127/DAY				
93	22,600	40/HR	65/HR		65/HR		65/HR			65/HR		111/DAY				

NONPUBLIC COST COMPARISON - IN-STATE PROGRAMS

SCHOOL/ PROGRAM	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED 1 TO 1	RESID 1 TO 1	INTEN BEH MOD	EXT DAY	EXT YEAR
KENNEDY KREIGER																
LOWER LD/ED																
97		RATE NOT SET YET														
96	31,487											103/DAY				1,643
95	30,276											101/DAY				950
94	28,562											96/DAY				
93	25,965											92/DAY				
LOWER TBI																
97		RATE NOT SET YET														
96	40,565											103/DAY				1,643
95	39,024											101/DAY				1,900
94	36,815											96/DAY				
93	33,468											92/DAY				
MIDDLE LD/ED																
97		RATE NOT SET YET														
96	32,891											103/DAY				1,643
95	31,626											101/DAY				950
94	29,836											96/DAY				
93	27,124											92/DAY				
MIDDLE TBI																
97		RATE NOT SET YET														
96	42,398											103/DAY				1,643
95	40,765											101/DAY				1,900
94	38,458											96/DAY				
93	34,962											92/DAY				
EXT THER DAY																
97		RATE NOT SET YET														
96	68,496											156/DAY				
95	62,269											152/DAY				
94	59,874															
93	N/A															
SPEC TRANS																
97		RATE NOT YET SET														
96	50,120															
95	N/A															
94	N/A															
93	N/A															
CHELSEA																
REGULAR																
97	21,100	65/HR	65/HR		65/HR		65/HR			65/HR						1,600
96	20,556	65/HR	65/HR		65/HR		65/HR			65/HR						1,500
95	17,703		60/HR		60/HR		60/HR			60/HR						1,500
94	16,868		60/HR		60/HR		60/HR			60/HR						1,250
93	15,062		60/HR		60/HR		60/HR			60/HR						1,250

NONPUBLIC COST COMPARISON - IN-STATE PROGRAMS

SCHOOL/ PROGRAM	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED 1 TO 1	RESID 1 TO 1	INTEN BEH MOD	EXT DAY	EXT YEAR
VILLA MARIA																
DAY W/THERAPY																
97	38,405				39/30 MIN							11/HR			47/DAY	
96	37,946				37/30 MIN							11/HR			36/DAY	
95	36,743				41/30 MIN							10/HR			34/DAY	
94	34,448				32/30 MIN										32/DAY	
93	32,635				32/30 MIN										35/DAY	
DAY W/O THERAPY																
97	28,612				39/30 MIN							11/HR			47/DAY	
96	28,612				37/30 MIN							11/HR			36/DAY	
95	27,660				41/30 MIN							10/HR			34/DAY	
94	26,642				32/30 MIN										32/DAY	
93	27,380				32/30 MIN										35/DAY	
PATHWAYS																
REGULAR																
97	27,145			65/30 MIN	75/HR					70/HR		117/DAY				1,640
96	26,037			65/30 MIN	75/HR					70/HR		117/DAY				2,850
95	24,824			65/30 MIN	75/HR					70/HR		104/DAY				
94	22,898				75/HR					3744/YR		93/DAY				
93	20,678				65/HR					3566/YR		93/DAY				
COMBAIN BASED																
97	46,461			65/30 MIN	75/HR					70/HR						3,360
96	45,956			65/30 MIN	75/HR					70/HR						
95	N/A															
94	N/A															
93	N/A															
SPRINGVILLE																
97	22,313				75/HR					70/HR		117/DAY				
96	N/A															
95	N/A															
94	N/A															
93	N/A															

NONPUBLIC COST COMPARISON - OUT-OF-STATE PROGRAMS

SCHOOL/ PROGRAM	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED (10)	RESID (10)	INTEN BEH MOD	EXT DAY	EXT YEAR
EAGLETON																
BASIC CARE																
97	52,424											102/DAY				
96	52,568											102/DAY				
(JUL-OCT) 96	52,568											102/DAY				
(NOV-JUN) 96	55,689	RATE ADJUSTED FOR TORNADO DAMAGE										102/DAY				
95	52,279											26,360				
94	50,662											25,348				
93	38,500															
INTENSIVE																
97	73,201											102/DAY				
96	73,401											102/DAY				
(JUL-OCT) 96	73,401											102/DAY				
(NOV-JUN) 96	76,666	RATE ADJUSTED FOR TORNADO DAMAGE										102/DAY				
95	73,198											26,360				
94	70,935											25,348				
93	56,662															
ELWYN																
REGULAR																3,270
97	76,760															3,270
96	76,933															3,270
95	76,760															
94	75,560															
93	74,528															
BEHAV MGMT																3,270
97	86,854															3,270
96	87,035															3,270
95	86,854															
94	86,667															
93	83,934															
INTENSIVE																3,270
97	106,064															3,270
96	106,298															3,270
95	106,064															
94	105,139															
93	101,870															
KOLBURNE																
EM																
97	58,699															
96	58,770															
95	58,697															
94	56,852															
93	55,585															
INTENSIVE																
97	69,852															
96	69,971															
95	69,863															
94	67,085															
93	64,981															

NONPUBLIC COST COMPARISON - OUT-OF-STATE PROGRAMS

SCHOOL/ PROGRAM		BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED 1:10:1	RSED 1:10:1	INTEN BEH MOD	EXT DAY	EXT YEAR
GRAFTON																	
LEVEL 1																	
	07	158.829			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	06	157.245			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	05	156.829			77/HR	58/HR					55/HR		140/HR	140/HR			
	04	153.827			74/HR	57/HR					53/HR		135/HR	135/HR			
	03		RATE STRUCTURE NOT COMPARABLE														
LEVEL 2																	
	07	107.325			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	06	107.544			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	05	107.325			77/HR	58/HR					55/HR		140/HR	140/HR			
	04	103.573			74/HR	57/HR					53/HR		135/HR	135/HR			
	03		RATE STRUCTURE NOT COMPARABLE														
LEVEL 3																	
	07	63.627			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	06	63.790			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	05	63.627			77/HR	58/HR					55/HR		140/HR	140/HR			
	04	61.415			74/HR	57/HR					53/HR		135/HR	135/HR			
	03		RATE STRUCTURE NOT COMPARABLE														
LEVEL 4																	
	07	70.614			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	06	70.068			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	05	70.413			77/HR	58/HR					55/HR		140/HR	140/HR			
	04	71.621			74/HR	57/HR					53/HR		135/HR	135/HR			
	03		RATE STRUCTURE NOT COMPARABLE														
LEVEL 5																	
	07	82.278			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	06	82.465			77/HR	58/HR			50/HR		55/HR		140/HR	140/HR			
	05	82.278			77/HR	58/HR					55/HR		140/HR	140/HR			
	04	82.065			74/HR	57/HR					53/HR		135/HR	135/HR			
	03		RATE STRUCTURE NOT COMPARABLE														
CEVEDDUO																	
	07																
	06		SEE SEPARATE SHEETS ATTACHED														
	05																
	04																
	03																
NUNSMARTH																	
REGULAR																	
	07	60.830															
	06	60.830															
	05	60.830	BEGINNING IN 05 RATES WERE CONSOLIDATED INTO ONE														
	04	59.696															
	03	59.059															

NONPUBLIC COST COMPARISON - OUT-OF-STATE PROGRAMS

SCHOOL/ PROGRAMS	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	1:1	PEER	MFDA	EXT DAY	EXT YEAR
LAKE GROVE																
LEVEL I																
07	77,650															
06	76,032															
05	75,647															
04	72,312															
03	69,922															
LEVEL II																
07	65,764															
06	64,932															
05	67,530															
04	62,831															
03	N/A															
LEVEL II																
07	80,635															
06	80,009															
05	69,376															
04	84,485															
03	N/A															
CO PROG																
07	77,134															
06	77,285															
05	77,134															
04	73,305															
03	61,609															
DEAF ED																
07	79,473															
06	79,626															
05	79,473															
04	73,157															
03	64,530															
AUTISTIC																
07	103,085															
06	103,251															
05	103,085															
04	95,736															
03	72,604															
PATHWAY REGULAR																
07	47,650															
06	47,650															
05	47,650															
04	45,600															
03	44,000															

NONPUBLIC COST COMPARISON - OUT-OF-STATE PROGRAMS

NONPUBLIC COST COMPARISON - OUT-OF-STATE PROGRAMS

SCHOOL/ PROGRAM	BASE TUITION	AUDIO	COUNSEL	MEDICAL	OT	PARENT COUNSEL	PT	PSYCH	SCHOOL HEALTH	SPEECH	TRANS	ED 1 TO 1	RESID 1 TO 1	INTEN BEH MOD	EXT DAY	EXT YEAR
KIDS PEACE																
10 MONTH-M																
97	97,540															
96	97,758															
95	94,625															
94	N/A															
93	N/A															
12 MONTH-MA																
97	102,495															
96	102,708															
95	99,575															
94	113,205															
93	111,143															
12 MONTH-NON MA																
97	101,035															
96	101,244															
95	101,035															
94	N/A															
93	N/A															
12 MONTH SPEC-NON MA																
97	118,920															
96	119,178															
95	118,920															
94	N/A															
93	N/A															
12 MONTH INTEN-NON MA																
97	130,600															
96	130,890															
95	130,600															
94	N/A															
93	N/A															
SPEC COMM-NON MA																
97	101,035															
96	101,244															
95	101,035															
94	N/A															
93	N/A															